DOCUMENT RESUME

ED 083 206 SP 007 402

TITLE	The Final Report to the Sears Foundation Containing Proposed Revisions of the Elementary Teacher Education Program at Chicago State University.
INSTITUTION	Chicago State Univ., Ill.
SPONS AGENCY	American Association of State Colleges and Universities, Washington, D.C.; Sears-Roebuck Foundation, Skokie, Ill.
PUB DATE	Jul 72
NOTE	27p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Academic Achievement; Child Development; *Correlation; *Elementary School Teachers; Field Experience Programs; Individualized Instruction; Performance Based Teacher Education; *Preservice Education; *Teaching Experience
IDENTIFIERS	Chicago

ABSTRACT

These revisions arose from two major concerns: the lack of quality education evidence among many low-income, minority group children living in urban settings and the ambiguity concerning the nature and extent of relationships between teacher training efforts and a child's learning. This proposal examines the possible relationships between preservice experiences and pupil achievement. Several goals are presented including the establishment of a program to provide systematic information regarding relationships between input and outcomes of the teaching-learning process with selection of appropriate inputs to follow. The child-learner was the final criterion for developing and evaluating competencies of both teacher trainees and participating Chicago State University faculty. Four major inputs are proposed: a) competency-based instructional format, b) individualization of instruction, c) development of psycho-social transaction skills, and d) increased participation in field experiences in appropriate settings for prospective teachers. (Author/JA)

ED 083206

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE FINAL REPORT TO THE SEARS FOUNDATION CONTAINING PROPOSED REVISIONS OF THE ELEMENTARY TEACHER EDUCATION PROGRAM AT CHICAGO STATE UNIVERSITY

JULY, 1972

SP 007 402

FILMED FROM BEST AVAILABLE COPY

ABSTRACT

The proposal for revisions of Chicago State University's Elementary Teacher Education Program arises from concerns that too many children in urban schools, especially in low-income, minority group areas, are not receiving the quality education that should occur, and that traditional teacher training models have not sufficiently contributed to reduction of this educational deficit. The deficit is not confined to academic areas alone but also is reflected in such areas as low self esteem and high anxiety levels among these children. The latter areas extend beyond the usual curriculum of our schools.

A second problem arises in attending to concerns about the quality of education received by low-income, minority children. That is, the ambiguity concerning the nature and extent of relationships between teacher-training efforts and child-learner outcomes. What are the skills which teacher trainees acquire during pre-service training which directly and effectively translate into children achieving desired educational outcomes?

In contemplating program revision in light of the problems presented above, several significant needs are perceived. One of the major needs indicated is to revise the program so that possible relationships between pre-service experiences and pupil achievement may be systematically examined in an empirical and objective manner. Effective teaching skills are needed to raise the achievement level of inner-city children. A further need attends to the impressions among parents and community persons that too many teachers in their schools lack appropriate awareness, understanding and empathy for the children and communities with which they interact. The stay of teachers in inner-city schools is usually short and their impact on children's achievement questionable. Therefore, there is a need to seek means of remedying

these perceived inadequacies. There is a further need to provide a basis of professional skills and attitudes which will enable effective teachers to remain in such schools and communities as those with which we are concerned.

The proposal presents several goals which arise as possible solutions to the problems and needs delineated. Among these goals is the establishment of a program which provides systematic information regarding relationships between input and outcomes of the teaching-learning process so that selection among inputs may be achieved on the basis of relative effectiveness in respect to outcome. Through achievement of the goal stated above, the program would also achieve the goals of significant improvement in child-learner subject-matter competencies, self-esteem and reduction of school-related anxiety.

The strategy to attain the major goals is divided into two phases. One is conceptual and holds that the child-learner is the final criterion for developing and evaluating competencies of both teacher trainees and participating faculty. That is, the final criterion of acceptable teacher trainee behavior in the classroom is the trainee's ability to help pupils achieve stated outcomes. In turn, faculty input is defined as effective in regard to the preparation of future teachers to the extent that they are able to provide trainees with the necessary behaviors to help them achieve pupil outcome specifications. The strategy flows from child to teacher trainee to faculty and back in a feedback loop.

The strategy for implementation reverses the flow stated above. The initial thrust for modification of behavior starts with the participating faculty, and through faculty to teacher trainees. Again a feedback loop is envisioned in which faculty input is responsive to student outcomes, and finally is responsive to whether or not students are able to effect designated outcomes.

Four major inputs are channeled through faculty efforts. These are competency based instruction format; individualization of instruction; development of psychosocial transaction skills aimed at teacher trainees' self esteem (their attitudes toward children of low-income, minority groups, and their attitudes toward teaching)

and, finally, increased participation in field experiences in appropriate settings is seen as contributing greater understanding and concern for the children and communities which will be professionally served.

Several objectives are stated for the program. They include attaining measurable and significant gains in academic achievement, particularly in reading skills, but including all major areas of the curriculum as well; measurable reduction in pupil manifest-anxiety levels, and measurable gains in pupil self-esteem.

In addition to those listed above, objectives for implementation of the ETEP are presented. They include completion dates for faculty inservice workshops on competency based instruction, assessment and selection of existing competency based programs for implementation at Chicago State University, development and implementation of screening, orientation, and entry criteria into the ETEP, implementation of modules in the four major input areas, and establishment of administrative support, including the preparation of transcripts and permanent record revisions as needed.

The tasks and activities necessary to achieve stated program objectives are also stated. These tasks and activities are listed under the person or group considered as essentially responsible for carrying them out. They include those tasks and activities which are the primary responsibility of the project coordinator, those within the domain of the faculty, and finally tasks and activities within the university administration's domain.

Milestones designating significant task and activity completion dates are indicated both in outline and time-flow chart form.

Finally, completion criteria are stated. They include specified standards and contingencies for each criterion of completion. Completion criteria will provide the basis for subsequent summative evaluation of the program. The completion criteria follow the strategic plan in that they include standards and contingencies for pupils students, and faculty. (including administration.)

PREFACE

The Sears Task Force at Chicago State University acknowledges with gratitude the support of the Sears Foundation and the American Association of State Colleges and Universities in the preparation of this report. Without the generous financial support of the Sears Foundation, task force members would have been unable to familiarize themselves at first hand with the most promising on-going programs utilizing the competency-based approach to teacher education throughout the United States. The Task Force has often relied on the AASCU Washington Office for its knowledge of persons and programs, and everyone associated with the project appreciates especially the assistance provided by AASCU's consultant to the University, Dr. Anthony LaDuca. Dr. LaDuca's objective and informed observations, as an outsider, were invaluable to the entire project.

It is also necessary to acknowledge with gratitude the many hours of diligent effort contributed by members of the Chicago State University community. The project was supported from its inception by President Milton B. Byrd and Executive Vice President, Robert L. Randolph. Vice President of Academic Affairs, William Graham Cole, who served as project director, and Dean of Education, William M. Young, who was the project's principal investigator, provided their good offices and wise advice throughout months of deliberation. Special thanks are owed the task force members themselves. These men and women, Charlotte Barr, Chairman of the Sub-Committee on Documentation; Frederick Blum; Betty Churchill; Ann Harris; Ray Lane; Robert Meredith; Les Ollie; Diana Poll; John Rackauskas; and Paul Steinbach, contributed many hours of their time--above and beyond full-time teaching and administrative duties--

to the very important mission of the task force. Acknowledgement must be made of the contributions of students and other members of the faculty at CSU and to teachers and administrators from public and private schools as well as community representatives from inner-city Chicago. Lastly, an important measure of recognition is owed to three task force members, Dr. Alan Balter, Dr. Norman Somers, and Dr. Stanley Starkman, who prepared the final written report.

INTRODUCTION

The final report which follows is the result of a great many activities by members of the Sears Foundation Task Force over the past several months. In addition to frequent meetings, the Task Force engaged in a variety of other activities, and the major ones are presented chronologically below. (Documents collected as a result of these activities are contained in appendices A through G.)

November, 1971 - A search of the literature on urban education, the teaching of reading to inner-city children, and innovative programs in education for urban children was conducted through the use of the ERIC system. (See Appendix A.)

December, 1971 - January, 1972 - A search for additional innovative, operational competency based programs was also conducted through correspondence with various professional agencies, readings, and telephone contacts by members of the Task Force. From the data collected by all of the methods indicated above, Task Force members selected those existing programs which appeared to warrant further examination through site visits. (See Appendix B.)

Interviews were also held by members of the Task Force with current C.S.U. students in teacher education programs, graduates of these programs, and with practicing teachers with training in other institutions who had been selected by their principals as superior teachers. (See Appendix C)

February - March, 1972 - Institutions with teacher training programs that seemed innovative and promising were visited by Task Force members. Reports of these visits were written and supplementary documentation was collected (See Appendix D.)

April - May, 1972 - In April, 1972, the Task Force invited faculty members of the Division of Education to a meeting at which the general program direction including emphasis on a competency based format for elementary teacher education, was presented. Descriptions of competencies seen as needed in an adequate teacher preparation program were solicited and obtained. This meeting was held on the campus of Chicago State University (See Appendix E.)

A second meeting was held in May, 1972 at the Center for Continuing Education, University of Chicago. Participants at this meeting included representatives from Chicago and suburban public and parochial schools. Among them were district superintendents, principals, and teachers. Represented in about equal number were representatives of community organizations interested in education of their children. Again, the general strategies for the revised teacher education program were presented, including the emphasis on a competency based format. An educational outcome needs assessment was obtained from participants. Also, at this time a needs assessment survey was conducted. (See Appendix F.)

Subsequent meetings concerned themselves with synthesizing the information obtained and assigning responsibilities for the preparation and writing of the final report as well as the beginning of planning regarding implementation. Among the materials developed were competencies for a teacher education program, various proposals concerning competency based models, and a working model of a competency based teacher education program. (See Appendix G.)

A. Orientation

Chicago State University, during its 103 year history, has evolved from a city normal school, to a city teachers college, to a state college and finally to a multi-purpose university. The present uniqueness of Chicago State University is best understood in terms of the social, economic, and physical milieu in which it exists.

Our student body is one-half black and one-half white, and the university is in a black community called Englewood. The community has the sixth highest crime rate in the United States and the second highest in the city of Chicago. Englewood is infused with youth gangs and experiences all of the fears and frustrations of urban, ghetto living. The community is overcrowded, unemployment is high, and there is almost a total lack of recreational facilities. As of 1970, the average family income was $7,000, an amount which is below what the U.S. Department of Labor states an urban family of four needs to maintain a minimally healthy and decent standard of living.

While most American colleges and universities deal with a limited number of economically and educationally disadvantaged students, these students constitute a substantial portion of the Chicago State University enrollment, both black and white. Notwithstanding the larger number of options available to students since we have become a multi-purpose university, the largest program at Chicago State is still teacher training with a primary focus on preparing for urban teaching situations.

The specific goal we are reaching toward is to meet a major challenge facing our society: to upgrade urban education by developing an undergraduate program designed to better prepare teachers for work in the inner city. The traditional

curricula, teaching methods, and administrative structure seem clearly unable to serve the needs of children born and reared in the urban core. Boredom, failure to learn the fundamental tool subjects, behavior problems, and drop-outs are all commonplace. Results of research in the Chicago Public Schools appear to indicate that many children in attendance at inner city schools fall progressively further behind in reading and other subjects as they move through school. Too often school failure in the inner city is rationalized by placing the total onus on the child and his family. While urban living admittedly contributed factors negative to school success we contend that a move away from the traditional teacher training model and the implementation of a competency based approach will aid significantly in ameliorating educational deficits.

B. The Plan

1. Problem

Currently, we are faced with a number of problems which are presented below. Each problem is accompanied by the probable consequence of its remaining unchanged:

One of the major problems in education today is the difficulty in establishing criteria for what children do and should learn in school, and what it is that teachers do that positively effects changes in children's behavior. Teaching is a complete task. These problems are analogous to those related to psychotherapeutic intervention in "mental health". The debate continues as to what constitutes "mental health" as well as the issue of what procedures used by therapists most directly affect positive outcome. Because of the lack of resolution of this problem in psychotherapy, attention is often focused on the extent to which a practitioner engages in appropriate ritual without knowledge as to the causal relationship between ritual and outcome. On the last matter there are many opinions but little positive evidence. The problem is

not as difficult as appears to be the case regarding psychotherapy and mental health, because outcome criteria can often be specified objectively. However, many concerns similar to those encountered in psychotherapy are found in an examination of teaching and teacher preparation.

Requirements for successful completion of the program are based too strongly upon earning passing grades in courses and not related closely enough to demonstrating specific teacher competencies. The consequences of this are that students have little opportunity to practice and do those things which will be requested of them as they begin teaching, and professors evaluate students on factors only distantly related to teaching performance.

Objectives for courses are neither expressed in behavioral terms, nor are they made public for student perusal. The consequence is that students are often at a loss to know the specific behaviors expected of them toward successful completion of the program.

Feedback exists to a very minimal degree. Students have little opportunity to see, hear, or feel how others react to their performance, nor are they in a position to evaluate their own performance. The consequence is that students have little opportunity to modify intelligently their performance and move toward a higher level of competence.

Specific clusters of learning activities with objectives, prerequisites, pre-assessment, instructional activities, post-assessment, and remediation intended to facilitate the students' acquisition and demonstration of teacher competencies have not been developed. The consequence is limited possibility for self-pacing, individualization, personalization, independent study, and alternative means of instruction. Students are required to enroll in a fixed number of courses, each of which

is to be completed in a fixed period of time. The consequence of this is that instruction becomes generalized to the massed level with little possibility to provide for differing student styles and rates of learning.

At best, there is a very hazy connection between the content of courses and known competencies required of successful inner city teachers. The consequence of this is that the program loses face validity and students question, with growing skepticism, the value of their course loads.

Laboratory experiences, both pre-student teaching and student teaching, are underdeveloped and delayed too long into the training program. The consequence of this is that there is little opportunity for students to bridge the gap between theory and practice. They also experience feelings of shock and inadequacy upon assuming full-time positions.

A minimal amount of experience is provided toward developing skills in the affective domain. The consequence is that teachers seem unable to appreciate or modify, when appropriate, the feelings and motivations of their pupils

The above has been an attempt to pinpoint some perceived problems with the current program. What follows is a continuation of the plan necessary to facilitate change toward a more effective way of training teachers and ultimately helping children.

2. Need

The major problem stated above makes it clear that the need exists to have more systematic priority value input from parents, community, and school personnel in considering revisions of our Elementary Teacher Education Program. To some extent this need has been met through the needs assessment survey which we have made. We have concluded that an emphasis upon reading must have high priority. Other priori-

ties have also been established. A need has been expressed for multi-dimensional outcome criteria. That is, there has been an expressed need for attention to output criteria in areas in addition to subject matter areas. These areas might be called the "informal" or "implicit" curriculum and might include, for example, psycho-social development.

In regard to the problem of causality, there is a need to explore more systematically various inputs in terms of their effectiveness in changing pupil behavior. That is, there is a need to establish domains of teacher inputs (methods, materials, interpersonal transactions) which most effectively achieve designated learner outcomes. Specifically, there is a need to develop greater skills than now exist in increasing pupil outcomes in reading proficiency and in subject areas of formal curriculum.

Of equal importance to the needs listed above is the concern that teachers of pupils from low-income, minority groups posess greater self-understanding of their own feelings and attitudes toward the children, adults, and community conditions that prevail in the urban setting. In line with this concern there is also a need for teachers in training to become increasingly aware of the conditions of life in families and communities through intensified contact with these settings.

Any proposed revision of the teacher education experience at Chicago State University must systematically attend to the major general needs given above. Among specific courses of action are needs to:

1. Systematize and objectify professional concerns - to develop specific and systematic information about pupil-entry levels, outcomes, and processes for achieving outcomes.

2. Recognize individual differences among faculty, students, and pupils, and to provide appropriate models for activities within the school setting.

3. Develop in future teachers greater classroom management skills which emphasize individualized instruction.

4. Re-examine faculty roles to seek means of enhancing the major needs listed above.

5. Examine more fully educational efforts which have been successfully demonstrated in settings other than the C.S.U. community.

6. Make C.S.U.'s faculty more fully aware of the problem and conditions in target schools and communities through direct contact with these settings.

7. Recruit and hold more, and better qualified teachers to work in schools in poor, minority-group areas.

8. Provide and help implement conditions which will result in new, highly-qualified teachers continuing to function successfully and comfortably in target areas for relatively long periods of time (more than one or two years).

9. Develop and implement a systematic procedure for self and program monitoring of the effectiveness of faculty efforts to enhance the Elementary Teacher Education Program, as well as to orient future teachers to the usefulness of such monitoring procedures in order to enhance their own effectiveness in terms of pupil subject-matter outcomes, general management, and inter-personal transactions. The above implies a need to develop greater concerns and skills in diagnosis or assessment and greater accountability procedures in all the areas mentioned above. Accountability is here used in the formative evaluation sense of seeking verifiable information regarding success of various interventions and the need for revision where less-than-optimum success has been achieved. The use of formative evaluation procedure highlights the need to develop an educative process which is "experimenting" rather than "experimental" or "traditional" when the latter two imply static conditions.

10. Enhance the exposure of students to the world of schools both qualitatively and quantitatively. These exposures should occur well before the last semester of a student's undergraduate career when the present student teaching activities occur.

11. Bring about changes in the University's operating stance to accomodate possible innovations such as abandonment of grades, courses or faculty/time funding which might arise as a result of ETEP revisions.

3. Goals

If the needs mentioned above are attacked with any degree of success we anticipate significant, positive advances in the educational climate, achievement, and attitudes of many of Chicago's school children and adult school personnel. Chicago State University's Elementary Teacher Education Program will become more closely related and tuned to the world of metropolitan Chicago's schools, especially schools located in low-income, minority-group settings. The ETEP will be better able to reflect social change and respond more rapidly and meaningfully to immediate educational conditions of the schools and surrounding communities as these latter conditions, especially, affect these schools.

A major goal is to establish an elementary teacher education program which will provide more systematic information regarding relationships between educational input and outcomes so that selection among inputs may be achieved on the basis of relative effectiveness in respect to outcomes.

Other significant spin-offs are anticipated. For example we anticipate greater stability of teaching staff among the teachers prepared by Chicago State University. as well as qualitative enhancement of these teachers. Relations between teachers and pupils, teachers and parents, and teachers and other school staff will show marked improvement in most cases. More meaningful and effective relationships should develop among University, schools, and community participants than now are typically perceived including greater participation in community cooperative efforts on the part of University students and faculty.

Restructuring the Elementary Teacher Education Program will also cause the University as a whole to re-examine many of its current practices and structure, and introduce modifications or revisions where needed. A more systematically monitored Elementary Teacher Education Program, with objectives and standards explicitly stated, will provide for immediate attention and response to problem areas for pupils, students, and faculty. At the same time, such a monitored system will enhance rather than impede the individual creative efforts of both faculty and students to provide effective instruction and experiences to meet agreed-upon objectives.

Another goal for ETEP at Chicago State University will be to develop and implement an inclusive program which will embody a continuing process of more effective preparation of prospective teachers for urban schools, with emphasis on effective impact on the education of low-income, minority group children, especially in the area of reading. To achieve this goal, the following specific goals have been established:

A. Development of a broad range of competencies as the basis of the teacher education program. The focus of competencies will be on learner outcome behaviors rather than primarily on knowledge acquisition. Initial attention will be directed toward pupil outcomes from which teacher competencies will be derived. The range of competencies will include the accepted content areas particularly reading methods which cut across content areas, affective concerns including motivation and positive self-esteem with particular attention to fostering positive attitudes toward learning among pupils, and positive attitudes toward teaching among future teachers.

B. Development and implementation of systematic programs aimed at enhancing student-student, student-teacher, teacher-teacher, and teacher-parent relations.

Also, use of programs which will serve to foster continued personal and professional growth by future teachers, in enhancing the personal worth and interpersonal skills of their pupils.

C. Systemetic development of programs to provide for meaningful insights and experiences concerning the problems and conditions of life of children and adults living in low-income, minority group areas. Future teachers will also be asked to make contributions toward the solution and alleviation of conditions that need correction which are related to the educational process.

D. Develop a program which individualizes the learning process for both pupils and students, and establishes formal choice points of decision in terms of alternate routes toward acquisition of competencies.

E. Develop screening and admissions procedures for students considering a teaching career which will include appropriate screening and orientation to teaching in the urban setting so that prospective students will be able to make realistic decisions and commitments to teaching as a career.

F. To implement an Elementary Teacher Education Program which will bring the future teacher into closer contact with his total professional work environment both earlier and more frequently than is currently the case. Thus our goal will be expanded and enhanced experiences for university students outside of the university classroom.

G. To develop and implement a program which is systematically designed to provide for frequent and careful monitoring of all units and components in order to provide participants, including communities associated with elementary schools, with feedback as to the effectiveness of individual efforts and outcomes.

The goals stated above are consistent with the broad goals and aims of the University as stated in the document developed to formalize its goals.

Focus on the Seventies: A Ten Year Plan for Development. The document has been accepted by both the University Senate and Chicago State's president as well as by the Board of Governors. Among the goals listed in the above document are the following which bear directly on the proposed Elementary Teacher Education Program.

3. "To evaluate and when appropriate modify existing curricula and instructional processes and to establish innovative and experimental curricular and instructional processes so as to respond to: (a) the needs for higher education in metropolitan Chicago; (b) current concerns of society and students,.."

4. "To develop new undergraduate programs which will emphasize... flexibility in responding to change and the ability to initiate change."

5. "To utilize the resources of metropolitan Chicago as both a classroom and laboratory and to recognize the experience gained through such associations as an integral part of the formal educational process."

The Vice-President for Academic Affairs, Dr. William G. Cole, writing in Challenge makes the following comments: "The elementary and secondary school systems of the nation's cities have been at least aware of their crisis for some years, and are actively searching for solutions".[1] Dr. Cole believes that the competency-based approach to teacher education is a promising one, and he has vowed his support for the program and strategies presented in this report.

4. STRATEGIC MODEL OF C.S.U.'S ELEMENTARY TEACHER EDUCATION PROGRAM

Two stragegic thrusts regarding the problem of effectiveness are envisioned. One is conceptual. It is assumed that the major criterion of teacher input effectiveness is child-learner outcomes. That is, teacher behavior (input) is a function which changes the behavior of the learner, and therefore teacher input must be oriented or modified to encompass those inputs which will effectively achieve stated pupil outcomes.

---

[1] Challenge, Vol. 1, No. 1, Chicago State University, June, 1972

In turn, the objective of teacher trainers is to provide prospective teachers with a variety of possible inputs which will permit them to demonstrate competence in achieving child-learner outcomes. Thus, teacher training is a function of student effectiveness which in turn is a function of the extent to which they achieve desired pupil outcomes (changes in behavior.)

The second thrust is in terms of implementation. When implemented, the system will work in reverse to the strategy outline above. That is, initial program intervention will begin with efforts to achieve shifts in faculty orientation and behaviors. Changes in faculty input will bring about changes in classroom input of teacher trainees, and these in turn will produce a different set of inputs by teacher trainees for their pupils. The system is obviously circular in that relative success or failure in achievement of outcome objectives among pupils will influence teacher training input, and so on.

The strategy will utilize four major hypotheses to achieve the goals and objectives of the program: (1) A competency based instructional approach will provide the most effective vehicle for examining the relationship between various domains of teacher input and pupil outcomes. (2) Following John Carroll and Benjamin Bloom's thesis, individualization of instruction will result in a greater proportion of learners achieving stated competencies because time to complete objectives becomes variable in order to allow for individual learning rates. (3) Teachers' attitudes and consequent behaviors toward pupils and others in low income, minority settings have a significant impact on pupil achievement in both formal and informal (implicit) curriculum areas. Consequently, systematic examination of psycho-social aspects of interaction will be an integral part of Chicago State University's Elementary Teacher Education Program. And, (4) because of the central role of feedback in the strategy, the program training process will

rely heavily on early and frequent experiences with pupils and their communities, both in the field and in controlled laboratory-like settings. Figure 1 presents a schematic model of the interaction of these hypotheses and the people involved.

The strategy also revolves around evaluation. Thus the evaluation model differentiates between intent (goals) and observation and calls for specific attention to observation specification related to stated intents. (See Fig. 1a). It is also a cybernetics model attending to antecedent conditions (input), outcomes, and the process which is used to achieve the latter under given antecedent conditions. An additional aspect of strategy is to focus on people; in this case child-learners, who are of ultimate concern, CSU students, and CSU faculty. The evaluation strategy attends to achievement of stated objectives and outcomes of the program rather than attempting to compare the program with others. It emphasizes formative evaluation to insure flexibility in the modification of processes to achieve outcomes more effectively.

To achieve the major goals of the Elementary Teacher Education Program the following strategies are used:

A. Emphasis on behavioral specification of outcomes for all significant groups (child-learners, students, and faculty) to provide increased information regarding effectiveness of operations in achieving stated outcomes.

B. Emphasis on greater individualization of learner rates rather than on greater variation in learner outcomes.

C. Emphasis on qualitatively and quantitatively increased interaction between University based and community persons in different settings.

Figure 1

Model of Groups X Hypotheses Interaction

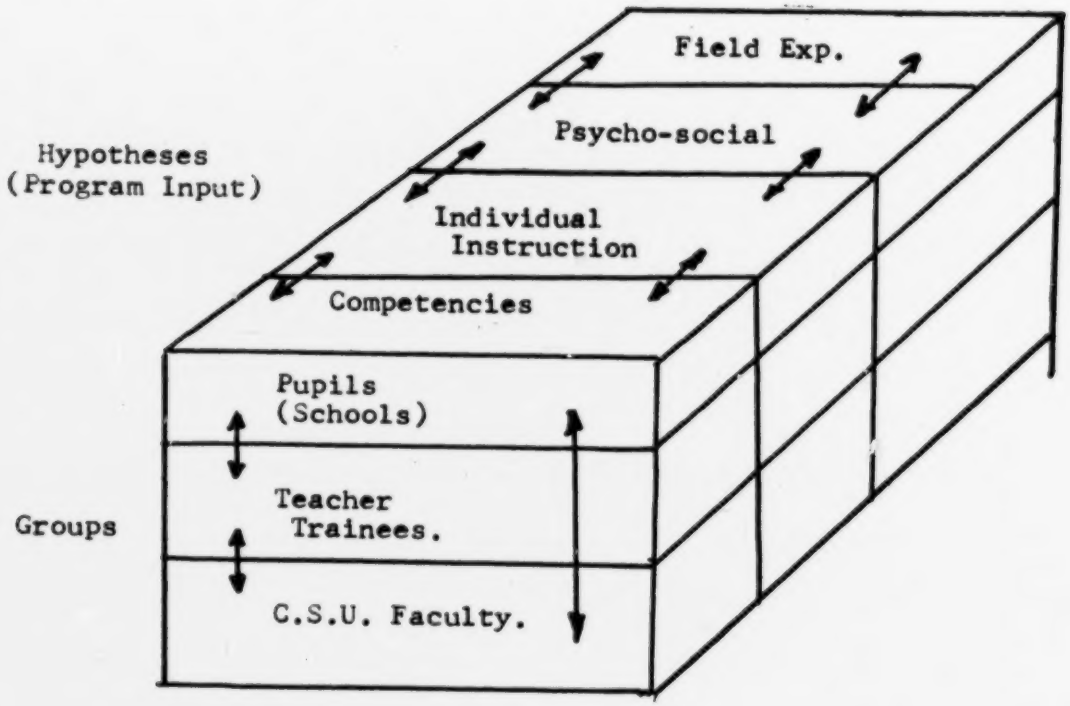
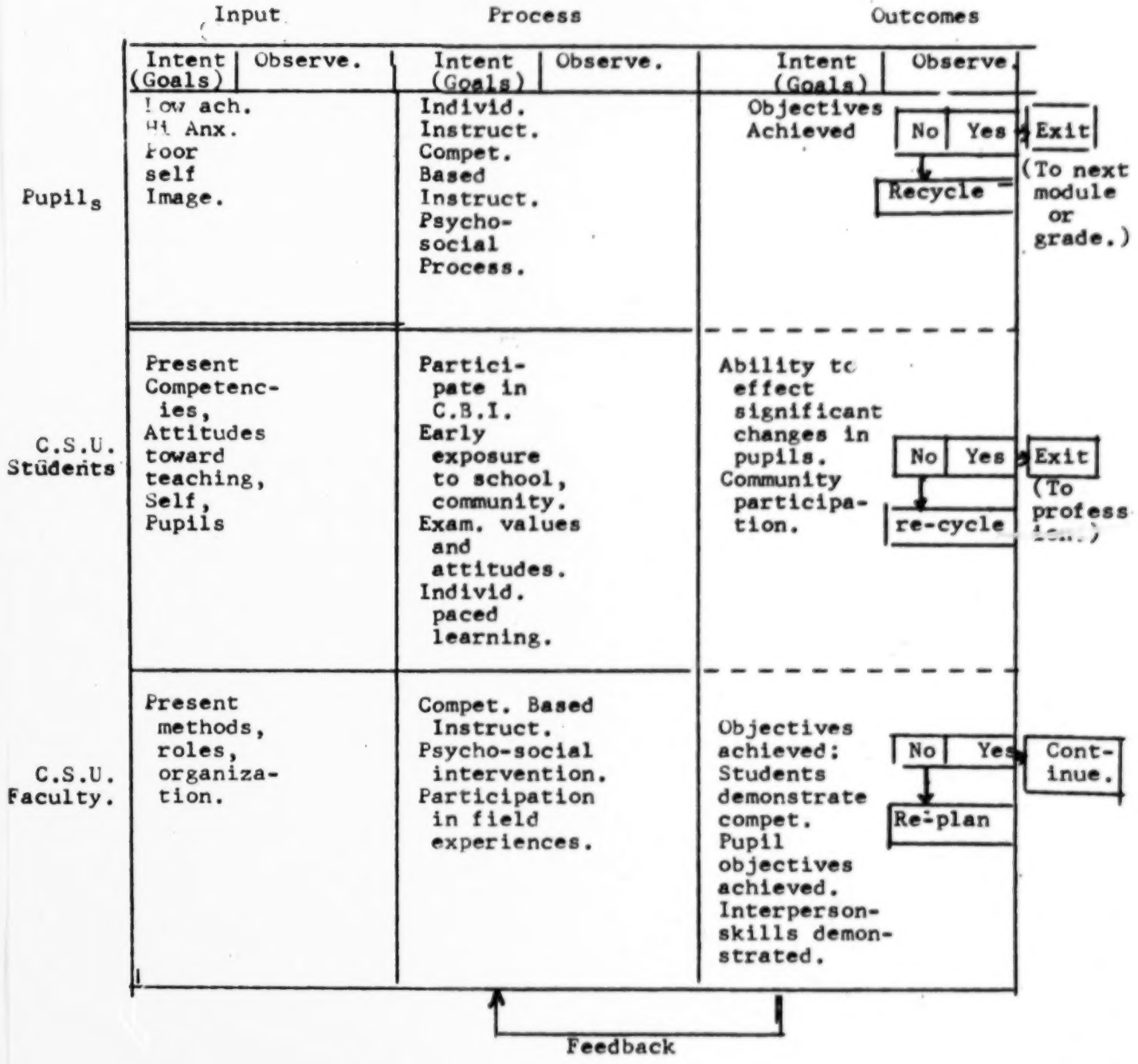


Figure 1a

Model of Chicago State University's Elementary Teacher Education Program.

(Evaluation)



Legend: - - - - = increased interaction.

D. Emphasis on psycho-social aspects of teacher preparation, attending to the individual, the school, the community, and the interaction among all three.

While the four major strategies are not unique to CSU's Elementary Teacher Education Program and are found in various combinations in other teacher preparation and in-service programs around the country, it is rare to find all four strategies incorporated in any one teacher education program. There are programs being developed on a competency model, but some do not include explicitly the child-learner. Some do not emphasize individual instruction; and some do not stress extensive psycho-social aspects. Those programs that stress psychological concerns or community interaction are usually not competency based.

Under the circumstances above, the faculty is being mobilized to re-examine the Elementary Teacher Education Program in light of the goals, objectives, and needs contained in the plan developed by the University's Sears Task Force. The major goals of the plan have been accepted by many of the faculty concerned.

The University's move to its new campus during Fall, 1972 will also provide a strategic incentive to capitalize on the connotation of a "fresh start" to implement the Sears Task Force proposals.

Further support for change is being sought through administrative and outside commitment to support the program generally, as well as concrete manifestations of support through provisions for faculty released time,

and financial support to acquire materials, programs, and so on.

A keystone for the University's revised Elementary Teacher Education Program is the strategic assumption that significant program improvement can take place through commitment to competency-based instruction, which emphasizes behaviorally defined outcomes, including specified standards and contingencies, and systematic ongoing evaluation. The strategic thrust will be to establish competency-based instruction on an empirical basis wherever possible while recognizing that competencies may not be forthcoming immediately in all areas of the program.

Recognizing that successful efforts to develop competency based instruction are and have been taking place in settings outside Chicago State University, our emphasis will be on considering the products of such efforts for possible adoption and integration into CSU's Elementary Teacher Education Program. Such considerations will, of course, include the development of modifications and revisions of such products where necessary. Thus, strategically, we will de-emphasize the need to "re-invent the wheel."

It is also of strategic importance that the revised Elementary Teacher Education Program be developed and implemented in manageable steps. Figure 2 presents a schematic conceptualization of the first unit of the implementation model. As Figure 2 indicates, implementation will consist of development of a succession of units, the first of which will focus on program preparation for teachers working at the kindergarten level. Implementation of each unit consists of three major phases--input, process, and outcomes. In turn each phase will focus on three major components--CSU students, faculty, and resources outside the University through field experiences. In addition

to activities indicated in Figure 2, the implementation plan provides for student coordination of instruction and experience modules, and extensive student and faculty involvement in field experience activities.

The model also directs attention to development of assessment of student interests and skills. Additionally it formalizes procedures for admission into the Elementary Teacher Education Program and student and faculty orientation to the program. The screening and orientation procedures will be developed from the University of Wisconsin[1] model. The screening process is broken into two parts, one prior to orientation, and one following orientation. Students thus have two points to decide whether or not they wish to continue in the program.

It is also noteworthy that the activities indicated in the CSU faculty block contain modifications of more traditional roles. The activities listed flow directly from those listed in the faculty-input block.

As participants proceed through the steps presented in Figure 2, the unit represented will be recycled to attend to development of procedures for preparing teachers at the primary level. This unit will be modified as needed based on experiences with the first unit.

Our first step will be to involve selected faculty in the planning process. This step has already been instituted and will continue as the plan is implemented with the continuing leadership of the Sears Task Force members. Commitments to participate in the development of the Elementary Teacher Education Program in line with the goals stated below have already been

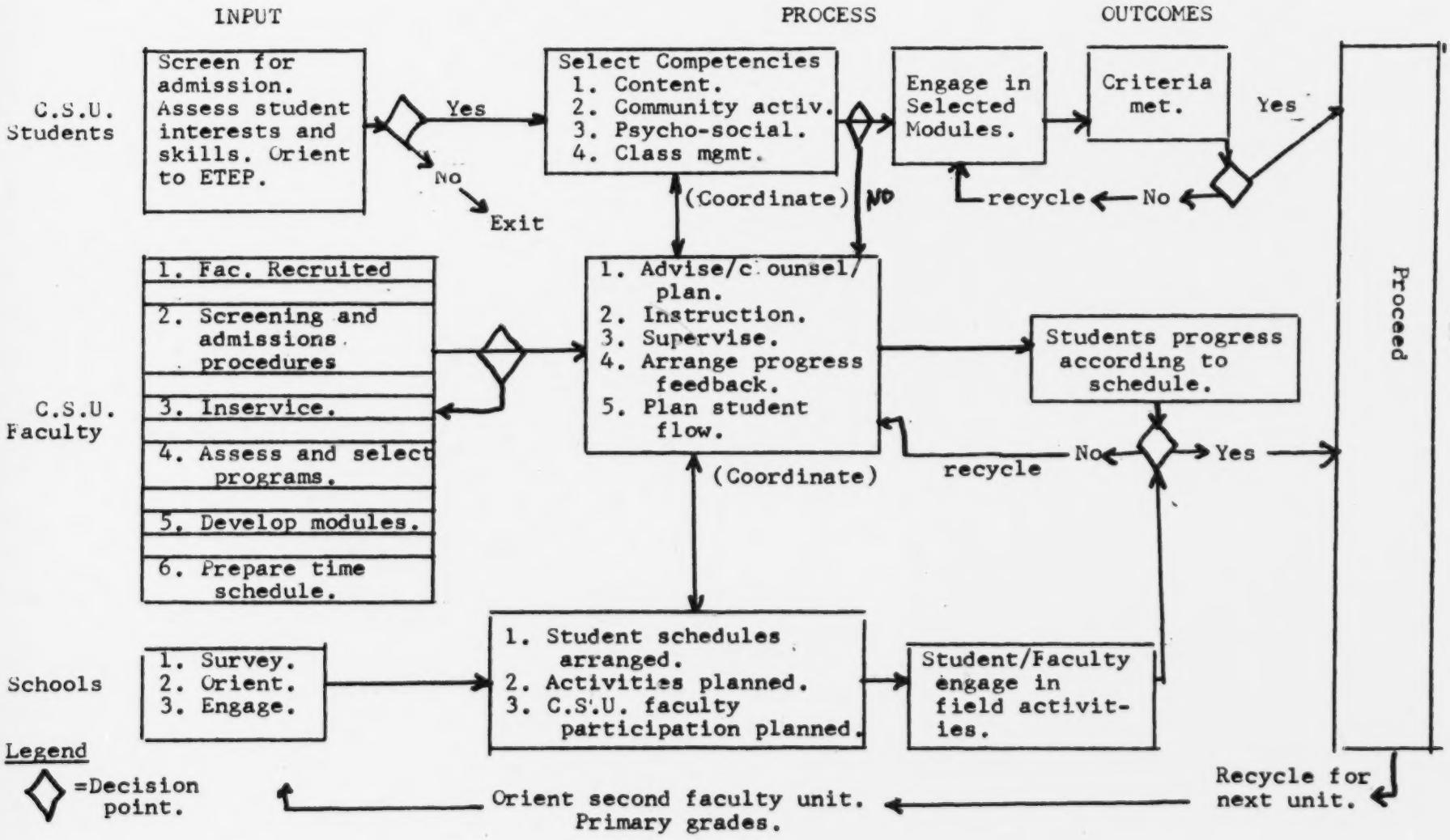
---

[1] Kean, John M. "Wisconsin Elementary Teacher Education Project," U.S. Government Printing Office, 1969.

Figure 2

Model for Implementation of C.S.U.'s Elementary Teacher Education Program.

(Kindergarten Unit)



obtained from faculty in the areas of reading, kindergarten-primary, and intermediate grades. Reading will therefore constitute our first subject-area thrust, and it will begin at the kindergarten level with attention to readiness skills. As major objectives have been stated, and criterion references tests and instructional modules have begun to be developed and tried out at the kindergarten level, primary and intermediate grade planning in reading and other areas will be systematically introduced. Following the onset of planning for kindergarten reading, this group will begin focusing on preparation of programs in the affective domain for both students and pupils.

It is generally agreed that there is considerable variation among faculty associated with elementary education regarding the knowledge and abilities they possess to develop and use competency based instruction techniques. Therefore, before a competency based program can be developed in any area, there is a need for inservice training for the faculty, especially those directly involved in developing the revised teacher education program. Extensive training is planned for participating faculty using the materials prepared by General Programmed Teaching, called "Designing Effective Instruction," which is itself competency of Field Experiences. The laboratory provides opportunities for coordination of small groups of children to be introduced to new procedures under controlled conditions including video-taping, and one-way observation by supervisors and other faculty and students.

Whenever and wherever possible, Elementary Teacher Education Program students will be encouraged to participate actively in the development and implementation of the proposed program.